


Hill View Progression Map – Year 6

<p><u>Thinking</u></p> 	<p><u>Emotional Intelligence</u></p> 
<p>Show resilience when faced with new actions</p> <p>Takes part in competitive games with an increasingly strong understanding of tactics</p> <p>Know and apply the rules to a variety of games</p> <p>Change speed and direction to improve performance</p> <p>Begin to make decisions to outwit the opponent</p> <p>Can think creatively to adapt a game/scoring system</p> <p>Understand how to track and slow down an opponent</p> <p>Make intelligent decisions that prevent attackers from scoring</p> <p>Know what position they are playing in and how to contribute when attacking and defending</p> <p>Move into a space to support a teammate</p> <p>Learn to work as a defensive unit</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances</p> <p>Make choices to use other players for the greatest gain for the team</p> <p>Knowledge of preparation for games</p>	<p>Make suggestions as to how to make an activity easier or more challenging</p> <p>Communicate with members of their team</p> <p>Confidence – know how to be safe when doing gymnastics. Can show and tell you how to land safely</p> <p>Begin to demonstrate effective communication as part of positional play</p> <p>Draw on knowledge about strategy, tactics and composition when performing and evaluating</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work</p> <p>Introduce honesty and integrity when scoring</p> <p>Know the importance of trying your best</p> <p>Collaborate as part of a team and be an effective team player</p> <p>Provide feedback that encourages and builds confidence</p> <p>Discuss why wearing appropriate clothing and being hygienic is good for their health and safety</p> <p>Show compassion for children's emotions during an activity</p> <p>Identify what makes a performance effective</p> <p>Act as a positive role model</p> <p>Show respect for a referee</p>

<p>Can create their own games using knowledge and skills. Modifies competitive games</p>	<p>Leading - give instructions or demonstrate to a group</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Personal goal setting- finding own solutions through trial and improvement</p> <p>Reciprocal teaching- children take turns to teach each other a new skills or tactic</p> <p>Creating- pupils interpret a brief and design their own activities</p> <p>Peer coaching - provide advice and support to each other as working</p>
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### Practical Skills

<u>Games</u>	<u>Gymnastics</u>	<u>Dance</u>
<p>Show confidence in using ball skills in various ways, and can link these together</p> <p>I can control and catch a ball and accurately pass whilst moving</p> <p>Make effective decisions on when to try to intercept a ball</p> <p>Understand how to keep possession of the ball while being pressurised by an opponent</p> <p>Pass a ball accurately to a partner over a variety of distances and using a range of techniques (high, low, bounced, fast, slow)</p>	<p>Understands composition by performing more complex sequences</p> <p>To be able to perform a range of rolls, including backwards roll, with control and fluency</p> <p>Make similar or contrasting shapes on the floor and apparatus when working with a partner</p> <p>Displaying increasing confidence working with others in a small group, demonstrating good collaboration and communications skills</p>	<p>Confidently and imaginatively explore and experiment with different actions in response to dance ideas.</p> <p>Use compositional devices such as unison, canon, reposition and contrast</p> <p>Start to show clear beginnings, middles and endings</p> <p>Discuss emotional response to stimuli</p> <p>Perform expressively using movement with a range of dynamic qualities</p> <p>Perform increasingly long dance sequences with a sense of audience</p>

<p>Travel with a ball showing changes of speed and directions using either foot or hand</p> <p>Perform underarm and overarm throws with control and coordination.</p> <p>Develop consistency and control in dribbling</p> <p>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with coordination, control and fluency</p> <p>Strike a cricket/rounders ball with intent and throw it more accurately when fielding</p> <p>Perform a range of rolling, throwing, striking, kicking, catching, gathering skills with control</p> <p>Begin to run at speeds appropriate for the distance. e.g. sprinting and cross country</p> <p>Develop technique for jumping distance and height</p> <p>In net/wall games, play short competitive points and demonstrate an awareness of tactical play</p> <p>In net/wall games consider how to make things difficult for an opponent by directing the ball/shuttle into space at different speeds and heights</p> <p>Identify a running pace that they can maintain</p>	<p>Evaluate own and partner's performance and suggest ways to improve</p> <p>Show flexibility in movements which enables them to show more defined shapes.</p> <p>Links movement and balances with control, technique, co-ordination and fluency</p> <p>Understands composition by performing more complex sequences with increasingly smooth transitions</p> <p>Develops strength, technique and flexibility throughout performances</p> <p>Combines equipment with movement to create sequences</p> <p>Demonstrate accurate footwork when landing a jump</p> <p>Children will lead their own warm ups and create simple conditioning routines in their groups.</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances</p>	<p>Explore and create movement with varying body parts, levels and directions</p> <p>Perform a range of actions with control, coordination and body tension</p> <p>Perform, evaluate and improve short dance routines with a partner or a group</p> <p>Respond to feedback and know how to improve performance.</p> <p>Understand that dance has many forms and styles</p> <p>Work collaboratively with a partner, in small groups and some larger groups</p> <p>Think about character and narrative ideas created by the stimulus and respond through movement</p> <p>Confidently show consistent spatial awareness when dancing near and with others</p> <p>Sustain effort throughout dances</p>
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<p>Show resilience and determination when running for a longer period of time.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Developing a range of throwing techniques (e.g. foam javelin)</p> <p>Confidently demonstrate good technique when throwing for distance</p> <p>Communicate with teammates to exchange a baton with success. Learn to control speed when making a changeover.</p> <p>Strike a cricket ball from both sides of the body</p> <p>During net/wall games, Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game</p> <p>Demonstrate increasingly high levels of stamina</p>	<p>Develops strength, technique and flexibility throughout performances</p>	
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